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ABSTRACT

Based on existing data on enrollments, student characteristics and performance, and student follow-up, this report describes the status and quality of general education in the Maricopa County Community College District and recommends areas in which further research is needed. The first major section of the report presents a data summary. With respect to enrollment, it outlines overall enrollment trends during the 1970s; full-time student equivalent (FTSE) enrollment by program area; FTSE accounted for by residential and visiting faculty; and course attrition rates. Next, student characteristics and performance are examined with respect to student preparedness for college-level work, student enrollment objectives, degrees awarded, and student continuation rates. The report then summarizes follow-up study results for transfer and occupational students. The second major section of the report proposes numerous general and curriculum research studies, offering rationales for studies of class size, student transcripts, department chairs' perceptions of the causes of FTSE changes, faculty characteristics, grade inflation, cultural and performing arts events, the student advising process, competition between departments for enrollment, course proliferation, course prerequisites, erosion in the transferability of courses to Arizona universities, course numbering systems, and general degree requirements. (KL)

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Arts and Sciences Task Force
Assessment Committee Report

August 1982

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MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

Arts and Sciences Task Force Assessment Committee Report

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Summary of Data

The Assessment Committee took its charge from several sources but was directed by the Governing Board and JCEP charges "to determine the current status of transfer and general education through an assessment of existing offerings" (Governing Board minutes, 9/8/81). A faculty survey conducted in April, 1981, indicated that faculty felt the first task of the ASTF should be "to assess current courses and programs in the Arts and Sciences - where we are."

The Assessment Committee met during the summer of 1982 to: (1) examine and discuss existing data regarding the current status of general education,* (2) summarize relevant data describing the status and quality of general education, (3) draw conclusions concerning general education, (4) propose additional research where more information is needed.

Overall Enrollment Trends

During the late 1960's and 1970's, District enrollment grew as Maricopa County population grew. Generally, population has been the major variable affecting enrollment. All aspects of enrollment have shown increases in amount. This overall growth can obscure trends and problems. Under these growth conditions, changes in the distribution of enrollment are as informative as changes in amount of enrollment. For example, studying the percent of total FTSE accounted for by occupational courses is as important as noting the amount of increase in occupational FTSE.

During this period, both day and evening FTSE have grown. Part-time, evening enrollment has shown the greatest rate of increase. Evening headcount

*The terms "arts and sciences," "general education," and "transfer education" are used somewhat interchangeably in this report. The intent is to refer to that part of the curriculum which contrasts with occupational education or developmental education.

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has grown at the fastest rate, so that during the 1970's, evening headcount became consistently higher than day headcount. Due to the part-time nature of evening enrollment, day FTSE remains substantially higher than evening FTSE. Total FTSE for 1981-82 averaged 28,466. Total headcount for 1981-82 averaged 61,485. (The totals combine 45th day and short-term enrollments.) Occupational students account for the bulk of the evening enrollment, 45%. Transfer and undecided students each account for 28% of evening enrollment (56% combined).

FTSE by Area

During the 1970's, there were gradual changes in the composition of total FTSE - arts and sciences, occupational, and developmental. In all three of these areas, amount of FTSE increased. However, the percent of total FTSE accounted for by each area changed. The major change was that occupational FTSE now accounts for a larger percent of the total FTSE.

Occupational FTSE may be defined in terms of funding or in terms of prefix areas. When occupational FTSE is used to refer to FTSE in all courses receiving 1.4 funding, then occupational FTSE increased in amount from 5,686 (28% of total FTSE) in Fall 1973 to 9,715 (34% of total FTSE) in Fall 1981, an increase of 4,029 FTSE.

When occupational FTSE is defined by prefix areas, (all FTSE in prefix areas which are considered mostly occupational), a similar pattern emerges. In Fall 1973, FTSE in occupational areas was 35% of the total FTSE. In Fall 1980, FTSE in occupational prefix areas was 39% of the total.

Developmental FTSE may be defined as FTSE in all courses numbered under 100. As such, it has remained fairly constant (by percent of total FTSE) from 1971 to 1981. Developmental FTSE was 1,404 in Fall 1971 and 1,839 in Fall 1981. The increase of 435 FTSE was an increase in amount but not in percent. Developmental FTSE has fluctuated between 4% and 7% of total FTSE

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and is currently about 6% of the total. There has not been a substantial change in developmental FTSE.

FTSE in the arts and sciences increased by amount but decreased by percent of total during the 1970's. Table 1 summarizes the changes between Fall 1971 (high point data) and Fall 1981 (45th day). Total FTSE was divided into five categories: (1) arts and sciences - FTSE in prefix areas in the arts and sciences; (2) occupational FTSE - FTSE in prefix areas considered occupational; (3) developmental FTSE - FTSE in all courses numbered under 100; (4) Health, Physical Education, and Recreation FTSE - FTSE in these three areas was separated out from the arts and sciences; and (5) miscellaneous - a category for prefix areas which were not considered arts, sciences, or occupational where the total was mostly accounted for by Home Economics and Photography.

Percent of total FTSE accounted for by the arts and sciences dropped from about 57% to about 45% between 1971 and 1981. All the other areas show increases in percent of total FTSE, but occupational FTSE shows the largest percent of total increase.

Prefix areas in the arts and sciences that showed the greatest decreases were History, Philosophy, Psychology, and Sociology. Amount of FTSE in these areas increased during the mid 1970's but has been decreasing since then.

The specific causes of the changes may be: (1) changes in student interest; changes in general education requirements where the number of courses that can serve to meet a requirement has increased; (3) competition among departments offering similar courses as among Psychology, Sociology, Home Economics, and Counseling.

FTSE for Residential and Visiting Faculty

In Fall 1980, there were 718 residential faculty and 1,523 visiting faculty members. Approximately 60% of the visiting faculty taught six

TABLE 1
MARICOPA COMMUNITY COLLEGES
FTSE BY AREA

AREA	FALL 1971		FALL 1981	
	AMOUNT OF FTSE	PERCENT OF FTSE	AMOUNT OF FTSE	PERCENT OF FTSE
Arts and Sciences	11,291.1	56.7%	12,980.6	44.9%
Art & Humanities	2,714.2	13.6%	2,755.3	9.5%
Biological & Physical Sciences	1,594.1	8.0%	2,054.6	7.1%
English & Communications	2,584.5	13.0%	3,188.9	11.0%
Foreign Languages	619.3	3.1%	692.5	2.4%
Mathematics	1,011.0	5.1%	1,494.0	5.2%
Social Sciences	2,768.0	13.9%	2,795.3	9.7%
Developmental FTSE	1,404.4	7.0%	1,838.5	6.4%
Occupational Areas	5,977.3	30.0%	11,547.1	40.0%
Agriculture	74.9	0.4%	199.2	0.7%
Business & Management	2,490.0	12.5%	5,081.3	17.6%
Occup. Communications	43.2	0.2%	138.4	0.5%
Health Services	583.4	2.9%	1,062.0	3.7%
Office & Secretarial	583.9	2.9%	756.9	2.6%
Personal & Public Services	475.0	2.4%	773.7	2.7%
Trade & Technical	1,726.9	8.7%	3,535.6	12.2%
Health, PE, and Recreation	805.1	4.0%	1,275.2	4.4%
Miscellaneous	443.9	2.2%	1,252.4	4.3%
Total FTSE	19,921.8		28,893.8	

NOTE: Occupational FTSE refers to FTSE in occupational FTSE and not to 1.4 funded FTSE

SOURCE: Computer report SS0024-23, Fall 1971, high-point data, and SS0024-23, Fall 1981, 45th day data

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hours; 30% taught three hours; and 10% taught seven or more hours.

Residential faculty accounted for 60% of the total FTSE in Fall 1980; visiting faculty accounted for 39%. These percents vary with the teaching area. In the arts and sciences, residential faculty accounted for 72% of the FTSE, but in occupational areas, residential faculty accounted for only 43% of the total FTSE.

The FTSE to FTTE ratio was 22 to 1 for residential faculty and 20 to 1 for visiting faculty in Fall 1980.

The large number of visiting faculty, the substantial percent of FTSE they account for, and the occupational areas in which they teach are important characteristics in describing District curriculum and enrollment. If the ASTF should consider curriculum change (computer-assisted instruction, modules, or interdisciplinary courses, for examples), then these factors would have to be taken into account.

Course Registration Attrition Rates

Course registration attrition rates in the arts and sciences were considered another indicator of the status of the arts and sciences. Course registration attrition rate refers to the percent of students who withdrew during the semester - the difference in course registrations from high-point to the end of the semester. Any student receiving a grade (A through F) is counted as a course completer. That is, completion includes successful as well as unsuccessful completion.

Districtwide, course registration attrition was 21% in Fall 1971 and 22% in Fall 1980. Conversely, course completion was 79% in Fall 1971 and 78% in Fall 1980.

The overall attrition rate in the arts and sciences has not changed substantially from Fall 1971 to Fall 1980. The overall rate in the arts and sciences was 21% in 1971 and 23% in 1980. The areas with the highest

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attrition rates in Fall 1980 were Foreign Languages (34%) and Mathematics (31%).

In the occupational prefix areas, the overall attrition rate was 21% in Fall 1980 with Business and Management (25%) and Office and Secretarial (29%) having the highest rates.

Summary of Student Characteristics

The nature of the student body has changed during the 1970's. Students are older, more likely to be female, occupationally oriented, and non-degree oriented. The number and percent of students who completed degrees has slightly, but not substantially, changed during the 1970's.

Student Preparedness

The routine administration of placement tests to all entering students would have permitted the comparison of average placement scores in the 1970's to the average scores in the early 1980's. Such a comparison was not available. Other indices of student preparedness were noted.

In Fall 1973, 80% of the students were freshmen, 18% were sophomores, and 2% were unclassified, they already had AA degrees or higher. In Fall 1980, substantially more students already had degrees, 5,060 out of 60,798 or 8%. This higher percent of students with degrees indicates that at least some students should be well prepared for freshman work.

Between Fall 1973 and Fall 1980, there was a change in the percent of students admitted with the status of "college transfer," from 20% to 27%. Approximately 60% of all students were high school graduates or had GEDs. The increase in the number and percent of "college transfers" might also indicate that students should be prepared for freshman work in that they had some previous college work.

The faculty survey, conducted for the ASTF, indicated that only 35% of the arts and sciences faculty agreed with the statement that "most students

entering my 100 level courses are well prepared for the course work." Most of the arts and sciences faculty (53%) disagreed with that statement, and residential arts and sciences faculty were more likely to disagree with it than were visiting faculty (57% and 43%, respectively).

Thus, the faculty feel that students are not well prepared when they enter. However, more students are entering with some college level work completed at other colleges or with degrees. There are many possible explanations that would resolve this seeming contradiction. The essential problem is that we have not consistently assessed the entry-level skills of students to detect changes in these skills over time.

Student Enrollment Intent

At the time of admission, students are asked to answer questions concerning their educational background and enrollment intent. These questions appear on the application form. The main findings on enrollment intent are:

- 1 - Estimates of the percent of students who intend to transfer to four-year colleges vary depending on how the question of intent is worded. In recent semesters, the percent has been as low as 10% and as high as 40% that students intend to transfer to four-year colleges. Estimates of occupational students vary from 25% to 41%.
- 2 - Students report that they are not interested in getting degrees or completing certificates. Only 10% to 18% of all students indicate they want to complete degrees or certificates. Both transfer and occupational students expect to take selected courses to achieve their goals.
- 3 - Transfer and occupational students (as defined by their answers on educational intent) compare as follows:
 - a - Transfer and occupational students account for about equal amounts of FTSE.

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- b - Occupational students account for more occupational (1.4) FTSE.
- c - Transfer students enroll for more credit hours.
- d - Transfer students are more likely to attend during the day and occupational students to attend at night.
- e - Transfer students comprise more of the sophomore class than occupational students.
- f - Transfer students are younger.
- g - The programs most frequently selected by both transfer and occupational are, first, general curriculum, and, second, business programs. The "general" is often used when students do not select a major program. Both transfer and occupational students seem to select programs that are occupational.

Degrees

Records on the number of students who intended to complete two-year degrees and programs and did so are not available. It is assumed that most District students are not degree seekers.

The number of degrees awarded during the 1970's has kept pace with increases in enrollment. The number of degrees awarded was 2,254 in Spring 1973. Headcount in Fall 1971 (when students "entered") was 31,230. One could say that about 7% of the students who attended in Fall 1971 received degrees two years later. This is not really correct since individual students were not tracked. It is, rather, an attempt to relate the number of students receiving degrees to the enrollment. Similarly, 2,958 students received awards in Spring 1981. In Fall 1979, headcount was 58,281. Then, about 5% of the people who "attended" in Fall 1979 received degrees two years later. Very roughly, then, about 5% of District students receive degrees.

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The relationship between degrees and FTSE has been somewhat more constant. The percent of degrees to the previous Fall FTSE was 12% in the early 1970's (2,254 degrees divided by 19,433 FTSE) and was about 11% in the Spring 1981 (2,958 degrees divided by 27,993 FTSE).

Overall, there has been a slight decrease in the number of degrees awarded relative to enrollment during the 1970's, but this does not seem to have been a substantial change.

Student Continuation Rates

The data described so far indicate that most students did not intend to get degrees when they originally enrolled and that only a small portion of all students get two-year degrees. Degree completion rates have not changed much. A related concern is the transient nature of the student body - how many semesters students attend, how many students are new to the District each semester. Data are available on tracking students for one semester only, from Fall to Spring and from Spring to the following Fall. Data are not available on the continuous tracking of the same student over semesters.

In the Fall semester, about one-half of the students are new. In the Spring semester, about one-third of the students are new. From 1972 to 1981, the percent of new students fluctuated, but there does seem to have been a slight overall increase in the percent of new students, especially in the Spring semester. The percent of former students has shown a small, gradual increase from about 9% to 12%, indicating that students are attending, dropping out, and re-enrolling.

There is no evidence for a dramatic change in continuation rates.

Student Follow-up

Some data are available on how students do when they leave Maricopa colleges either to transfer to state universities or to work in areas of

occupational training.

Transfer Performance

A study by Richardson and Doucette followed up on students who had completed high school by Spring 1975. Students either entered an Arizona university (natives) or completed one or two years at an Arizona community college and then transferred to a university (CC1 and CC2). Although the study did not compare the two-year community college transfer students with two-year natives, the data collected indicate that community college transfer students do as well as the native students. About 90% of the community college transfer students in the ASU group were from Maricopa colleges.

Students were compared on four measures of "success" at the university: retention rate, GPA, cumulative hours completed, and graduation rate. Generally, community college students did almost as well as the natives. For example, two years after entering ASU, community college students had graduation rates between 13% and 50% depending on the community college and the number of years spent there before transferring. The comparable rate for natives was 47%. However, when only high school students in the upper 50% of their class were considered, the performance of the native group and the community college transfers was almost the same, 50% graduation rate.

The general performance of community college students when they transfer to universities seems to be comparable to that of native students, especially when high school class standing is taken into account.

(It is interesting to note that degree completion rates in the 40% to 50% range for two-year community college transfer students are similar to those reported by California colleges during the 1970's. California students who transferred to four-year institutions after two years at

community colleges had a graduation rate of 47% in comparison to native university students who had a graduation rate of 50%.)

Richardson and Doucette also point out that community college students suffer from transfer shock in their first semester (or year) as indicated by a lowered GPA after transfer. Their GPAs pick up in subsequent semesters. The writers also note that students who transfer after two years at a community college do better than students who transfer after one year at a community college.

The data on the performance of transfer students during the 1970's are consistent with faculty opinions elicited by the arts and sciences faculty survey on how well prepared students are for upper level work. Most of the arts and sciences faculty agreed with statements to the effect that students were being well prepared for upper level work (200 level), for transfer to the university, and that courses were as demanding as those taught at four year colleges.

Employer Evaluations

Some data on employer evaluations of community college occupational students was examined. The Arizona Department of Education conducted a Vocational Education Follow-Up study for the school year 1978-79. Employers were asked to rate occupational program students on their skills, training, work quality, work attitude, and technical knowledge. Most employers rated students as "good" or "very good."

However, the Assessment Committee concluded that the data reported were not useful because of the low response rate from students and the too general nature of the questions on the survey.

Research Proposals

The Assessment Committee has felt a lack of information in several areas and is recommending that the ASTF request that studies be done to obtain the information. Many of the studies proposed are descriptive. That is, the recommendation is to obtain information that describes current practices as a first step in assessment.

Class Size Studies

There have been requests for information and suggestions from faculty concerning the effect of class size on the method of instruction and the quality of instruction. The issue arose often in Assessment Committee meetings. For example, in discussing proposals that would require more written reports or essay exams of students, class size was considered an important factor in the feasibility of the proposals. To obtain information, the Committee recommends a two-part project.

Part I An issue paper should be done reviewing and summarizing the literature available on class size and quality of instruction in the community colleges.

Part II A descriptive research report should be done on class size in the District summarizing current data on average class size by type of course and/or on FTSE/FTTE ratios by prefix area or by general education courses.

Student Transcript Study

No information is available on student tracking while students attend Maricopa colleges. A study of student transcripts would describe what kinds of courses different students take, i.e., degree completers versus non-degree completers.

A sample of students who graduated by Spring 1980 could be compared to a sample of students who last attended that semester in terms of course

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enrollment, especially enrollment in general education courses.

Survey of Department Chairs

FTSE (by amount or percent of total) has changed dramatically in some prefix areas during the 1970's. To get more information on possible reasons for the changes, the Committee proposes interviewing or surveying department chairs in specific prefix areas to determine their understanding of the causes for change. It is understood that department chair opinions may not be definitive in explaining FTSE changes; however, the opinions may be helpful in differentiating between changes due to students' interests, changing degree requirements, articulation problems, personnel problems, etc.

Table 2 shows enrollment in departments proposed for study. The departments were selected to include occupational areas as well as arts and sciences, to include departments showing increases as well as those showing decreases in enrollment.

Faculty Description

Assessment studies often include a description of faculty characteristics. Such a description may be useful to the ASTF. Faculty characteristics like teaching area, educational background, years of teaching, age, etc., could be summarized. Some of this information may be available through the Personnel Office.

Grade Inflation Study

An area of concern is whether there has been grade inflation. The Assessment Committee recommends that grade distributions be studied in a limited number (five to ten) of courses for two semesters, Fall 1969 and Fall 1981. The courses selected would be representative of general education courses and/or heavy enrollment courses in the arts, sciences, and occupational prefix areas.

TABLE 2
MARICOPA COMMUNITY COLLEGES
FTSE IN SELECTED PREFIX AREAS
FALL 1971 TO FALL 1981

Prefix Area	Fall 1971	Fall 1973	Fall 1975	Fall 1977	Fall 1979	Fall 1981
History						
FTSE	945.6	768.0	1316.4	1004.6	855.8	684.6
% Total FTSE	4.8%	3.8%	4.6%	3.7%	3.1%	2.4%
Philosophy						
FTSE	565.2	426.3	635.5	471.8	411.0	439.0
% Total FTSE	2.8%	2.1%	2.2%	1.7%	1.5%	1.5%
Spanish						
FTSE	393.5	411.6	579.1	497.4	518.1	474.9
% Total FTSE	2.0%	2.0%	2.0%	1.8%	1.8%	1.7%
Math						
FTSE	1353.0	1274.6	1708.0	1765.5	2030.3	2341.8
% Total FTSE	6.8%	6.3%	5.9%	6.5%	7.2%	8.2%
Psychology						
FTSE	1118.3	1221.2	1601.5	1438.5	1364.5	1275.5
% Total FTSE	5.6%	6.0%	5.5%	5.3%	4.9%	4.5%
Sociology						
FTSE	855.0	778.8	1169.9	901.3	691.3	635.2
% Total FTSE	4.3%	3.8%	4.1%	3.3%	2.5%	2.2%
Economics						
FTSE	303.0	286.4	420.2	396.8	462.4	519.0
% Total FTSE	1.5%	1.4%	1.5%	1.5%	1.7%	1.8%
Office Education						
FTSE	592.8	582.6	716.4	747.7	669.0	552.1
% Total FTSE	3.0%	2.9%	2.5%	2.8%	2.4%	1.9%
Administration of Justice						
FTSE	344.2	437.7	736.4	592.6	485.7	442.1
% Total FTSE	1.7%	2.2%	2.5%	2.2%	1.7%	1.5%
Physical Education						
FTSE	649.4	720.6	872.3	919.4	1018.3	857.4
% Total FTSE	3.3%	3.5%	3.0%	3.4%	3.6%	3.0%
Health						
FTSE	152.2	144.3	378.4	430.4	365.3	371.9
% Total FTSE	0.8%	0.7%	1.3%	1.6%	1.3%	1.3%
TOTAL FTSE	19,884.4	20,317.9	28,886.0	27,003.5	28,020.7	28,622.8

Survey of Cultural Events and Performing Arts

For information purposes, the Committee recommends that a survey be done determining the number and nature of cultural events at the colleges during the year. The enumeration should include: art exhibits, plays, music concerts, dance concerts, guest speakers, book reviews, film forums, and major club events. The list is intended to indicate the kinds of events to be surveyed.

Survey of Student Advising Process

The current student advising process became an issue in discussing course pre-requisites, placement exams, and attrition rates. The Assessment Committee recommends that the current procedures at all colleges be determined and that the possible effects of the new computer system on the advising process be considered.

Curriculum Studies

In discussing recent trends in enrollment, questions arose concerning the curriculum. The following proposals describe (1) the curriculum-related issues which arose and (2) the studies that would provide information and, possibly, understanding.

Competition between Departments for Enrollment

Enrollment reports showed that the social sciences (including History, Psychology, and Sociology) had suffered enrollment declines in recent years. The decline was not necessarily in amount of FTSE but in percent of total FTSE accounted for by these areas. However, other prefix areas (Home Economics, Counseling, Mental Health) had increased in FTSE. The courses these other departments were offering were sometimes similar to Psychology and Sociology courses. Possibly, enrollment in the alternative social science departments was reducing enrollment in the more traditional social science departments.

Obviously, this is a complex, delicate issue. What looks like course diversity and specialization to one person may look like competition for students to another. Nevertheless, the curriculum should be studied, not necessarily to eliminate the competition between departments, but to note whether or not it exists. If competition from other areas is the reason Psychology and Sociology are losing FTSE, time spent theorizing about changes in student interest would be wasted.

This kind of study should be done by content specialists who can read course descriptions and determine whether course contents are redundant between departments, the extent of the redundancy, and whether the redundancy is warranted.

Course Proliferation

The Assessment Committee noted a large increase in the number of developmental courses in recent years. This raised the issue of course proliferation, not only for developmental courses, but for all courses.

"Course proliferation" has a negative connotation, implying an unwarranted increase in the number of courses. Possibly, the increase in the number of developmental courses was warranted. It may be a misnomer to call it "proliferation." However, the issue should be addressed by beginning with a descriptive study of changes in the number of courses in recent years in all prefix areas.

The number of developmental, 100-level, and 200-level courses offered can be counted by prefix area. Changes in recent years can be noted by doing this for three semesters, Fall 1971, Fall 1976, and Fall 1981. Both the number of courses and the percent of total courses should be noted.

The amount of FTSE accounted for by developmental, 100-level, and 200-level courses can be described at the same time. Changes in number and percent of courses can be related to changes in amount and percent of FTSE.

Course Pre-requisites

A survey of arts and sciences faculty included questions about how well prepared students were for 100-level and 200-level courses. The discussion led to questions about course pre-requisites: (1) whether courses had pre-requisites; (2) whether pre-requisites were honored or waived.

The second question may not be readily answerable. However, the first is. The number of courses at the 100-level and 200-level that have pre-requisites can be counted. This can be done by prefix area for several semesters, say, 1971, 1976, and 1981.

The results may not have obvious interpretations; however, they will help describe the curriculum.

Erosion in Transferability of Courses to Arizona Universities

In response to a request for information, a descriptive study is now being done on changes in the transferability of courses to ASU and U of A. The number and percent of 100-level and 200-level courses are being counted by transfer category (departmental transfer, general elective, not transferable, etc.) Course equivalency guides for three time periods are currently being examined.

Course Numbering

One preliminary finding based on examination of the most recent course equivalency guide is that there are 200-level courses at the community colleges which correspond to 300-level and 400-level courses at the universities.

The discrepancy between the community college numbering system and the university numbering system raises the question of whether there is a system. (1) How does the District distinguish between 100-level and 200-level courses? (2) How does the District distinguish between 200-level courses and higher level courses?

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Some pertinent data will be provided when the number and percent of 100-level and 200-level courses has been calculated. The transferability study will also provide relevant data. The ASTF may want to discuss the criteria for course numbering.

Three Degrees and Three Sets of Degree Requirements

In trying to understand why the distribution of FTSE has been changing, changes in degree requirements during the 1970's were noted. The number of different courses that can serve to meet degree requirements has increased. This change seems to be related to the question of course proliferation already noted.

Additionally, there is the question of why there are three kinds of degrees. When Richardson and Doucette selected students for inclusion in their study of the performance of community college transfer students, they defined transfer students in terms of credit hours completed at the community college not in terms of degree completion. This seems to be the current practice.

The AA degree seems to be the most restrictive in allowing for the fewest options to meet degree requirements. If students can transfer without completing degrees, what is the rationale for three degrees? This may be a discussion topic for the ASTF.

Some pertinent data may be available, such as counts of the number of courses that can serve to meet requirements for each kind of degree.

A finding to remember when considering general degree requirements is that community college transfer students do as well as native university students after transferring to ASU and U of A. Perhaps, having a multitude of courses from which to choose may be serving students well.

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Resource Materials

All resource materials listed are available at the District Library.

"Class Size Research: A Critique of Recent Meta-Analyses," by Educational Research Service, in Phi Delta Kappan, December 1980

Factbook, 1980

"Grounded Theory: An Alternative Approach to Research in Higher Education," By Clifton F. Conrad, University of Arizona

Minutes of Assessment Committee Meetings

"Missions of Arizona Community Colleges," excerpts from report, by Richard C. Richardson, Jr., Donald S. Doucette, and Richard R. Armenta, February 15, 1982

"On Criticism of Our Class Size/Student Achievement Research: No Points Conceded," by Gene V Glass, in Phi Delta Kappan, December 1980

"Persistence, Performance and Degree Achievement of Arizona Community College Transfers in Arizona's Public Universities," November 1, 1980, by Richard C. Richardson, Jr. and Donald S. Doucette

Research Reports:

- 81-1 Population and Enrollment Projections
- 81-7 Course Registration Attrition
Fall 1980-81 and Fall 1971-72
- 81-8 Transfer and Occupational Student Enrollment
Fall 1980-81
- 81-9 Course Registration Attrition by Prefix Area and College
Fall 1980-81
- 81-12 FTSE FTTE Ratios for Residential and Visiting Faculty
Fall 1980-81
- 82-2 Arts and Sciences Task Force
Faculty Survey
District Faculty
Fall 1981-82
(supplimentary reports for each college)
- 82-3 Student Enrollment Intent
Fall 1979 and Fall 1980
- 82-4 FTSE Changes in the Arts and Sciences and Occupational Areas
Between Fall 1975 and Fall 1980

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- 82-5 FTSE in the Arts and Sciences and Occupational Areas
Fall 1973, Fall 1975, and Fall 1980
- 82-8 Developmental Course Enrollment
Fall 1971 and Fall 1981
- 82-9 New, Former, and Continuing Student Enrollment
Fall 1972 and Fall 1981
- 82-10 Number of Degrees and Two-Year Certificates Awarded
Spring 1973 to Spring 1981

Survey Findings, survey conducted by the Arts and Sciences Council, April 1981

"The Transfer Function: Alive and Well in Arizona," by Richard C. Richardson, Jr. and Donald S. Doucette, in Community and Junior College Journal, May 1982

"Those Who Stay - Phase II. Student Continuance in The California State University and Colleges," Technical Memorandum Number Eight, May 1979, by the Division of Institutional Research, Office of the Chancellor, The California State University and Colleges

Vocational Education Follow-Up for the School Year 1978-79, conducted by the Arizona Department of Education

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

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